



North Middle/High

692 Cromer Avenue
North, SC 29112

| | | |
|-----------------------|--------------------|--------------|
| Grades | 6-12 Middle School | |
| Enrollment | 346 Students | |
| Principal | Marvin Foster | 803-247-2541 |
| Superintendent | Mr. Melvin Smoak | 803-534-5454 |
| Board Chair | Mr. Julius Page | 803-534-5454 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Below Average | Good |
| 2007 | At-Risk | At-Risk |
| 2006 | Below Average | Below Average |
| 2005 | Below Average | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

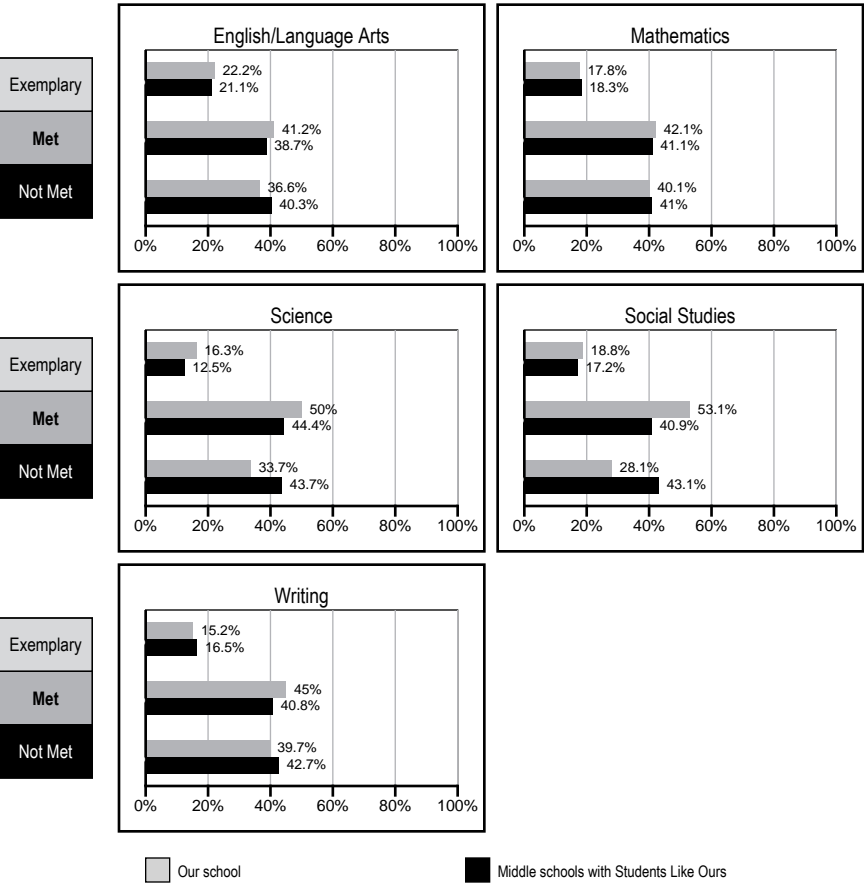
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 0 | 23 | 17 | 4 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 75.0% | 91.2% |
| English 1 | 80.0% | 89.5% |
| Physical Science | N/A | 92.2% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 77.8% | 90.9% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=346) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 3.0% | Down from 9.5% | 16.0% | 21.6% |
| Retention rate | 7.9% | Up from 3.9% | 1.9% | 1.2% |
| Attendance rate | 93.6% | Up from 92.8% | 95.4% | 95.9% |
| Eligible for gifted and talented | 4.6% | Down from 5.6% | 10.0% | 14.8% |
| With disabilities other than speech | 19.7% | Up from 18.8% | 15.4% | 12.6% |
| Older than usual for grade | 11.3% | Up from 10.6% | 4.3% | 2.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 3.2% | Up from 1.6% | 0.7% | 0.6% |
| Annual dropout rate | 0.0% | Down from 1.0% | 0.0% | 0.0% |
| Teachers (n=32) | | | | |
| Teachers with advanced degrees | 43.8% | Down from 48.4% | 56.1% | 56.9% |
| Continuing contract teachers | 65.6% | Up from 61.3% | 67.2% | 72.7% |
| Teachers with emergency or provisional certificates | 11.1% | Down from 12.0% | 9.7% | 5.3% |
| Teachers returning from previous year | 77.7% | Down from 81.3% | 81.1% | 82.9% |
| Teacher attendance rate | 94.9% | Down from 96.8% | 95.2% | 95.2% |
| Average teacher salary* | \$45,645 | Up 0% | \$45,942 | \$46,599 |
| Professional development days/teacher | 13.6 days | Up from 8.0 days | 10.2 days | 10.8 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 17.6 to 1 | Down from 18.9 to 1 | 18.9 to 1 | 20.1 to 1 |
| Prime instructional time | 87.1% | Down from 88.6% | 89.8% | 89.9% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 98.5% | Up from 86.4% | 97.5% | 97.8% |
| Character development program | Good | Up from Average | Good | Good |
| Dollars spent per pupil** | \$11,473 | Up 9.4% | \$8,162 | \$7,645 |
| Percent of expenditures for instruction** | 59.5% | Up from 59.0% | 62.3% | 63.4% |
| Percent of expenditures for teacher salaries** | 55.2% | Up from 41.2% | 55.2% | 57.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

North Middle-High School serves the North area of Orangeburg County as a 6 – 12 middle/high school with an enrollment of approximately 360 students. We have a student body that is very diverse in culture with 61 percent African-American, 38 percent white, and one percent of Hispanic heritage. The faculty is comprised of dedicated educators who strive to provide all students with the best academic experience possible. The educators set and maintain the highest levels of expectations and provide the needed support to assist each student in achieving his or her highest level of academic success. We are committed and truly believe that every child can be successful.

Proper preparation for higher education and careers are goals of the school. The school encourages all students to prepare for post-secondary education. We also prepare students for vocational careers by providing instruction through partnership with Orangeburg Consolidated School District Five's Technology Center. In recent years, we have experienced significant increases on the Palmetto Achievement Challenge Test (PACT) in all areas and we hope to continue our success on the Palmetto Assessment of State Standards (PASS). We have been recognized for SAT improvement of more than 156 points. Additionally, we were the Palmetto Gold Award recipient in 2002, 2004, 2005, 2008 and Palmetto Silver Award recipient in 2003. We met Adequate Yearly Progress in 2005 and 2008.

North Middle-High School is a Making Middle Grades Work (MMGW) and High Schools That Work (HSTW) site. All teachers are trained in the utilization of "best practices" to increase the academic success of each student. Students participate in the Accelerated Reader Program, Accelerated Math Program, and Academy of Reading to increase literacy and numeracy achievement levels. We believe in utilizing the most appropriate teaching strategies and infusing technology into the curriculum to capture and inspire our students.

North Middle-High School is a State Department of Education Red Carpet Award Winner and a Palmetto Gold Showcase School for our excellence in customer service and our outstanding test scores among children living at the poverty level. We are working to further develop our SIC, PTSO, and community mentoring program to assist at-risk youth with becoming successful in today's school setting. We are proud of all of the accomplishments we have achieved and will continue to work hard every day to reach higher levels of success.

Alvin D. Pressley, Principal
Maretta Linder, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 38 | 23 |
| Percent satisfied with learning environment | 78.8% | 73.7% | 81.8% |
| Percent satisfied with social and physical environment | 93.9% | 71.1% | 69.6% |
| Percent satisfied with school-home relations | 45.5% | 75.7% | 68.2% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 2 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | N/A | | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9% | | 5.8% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 3.3% | 0.0% | No |
| Student attendance rate | 93.6% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 169 | 98.8 | 35.9 | 39.9 | 24.2 | 74.5 | 75.6 | 82.8 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 88 | 98.9 | 44.4 | 34.6 | 21 | 63 | 70.3 | 79.3 | N/A | N/A |
| Female | 81 | 98.8 | 26.4 | 45.8 | 27.8 | 87.5 | 81.1 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 80 | 98.8 | 29.6 | 45.1 | 25.4 | 77.5 | 82.8 | 89.5 | I/S | I/S |
| African American | 87 | 98.9 | 40.7 | 35.8 | 23.5 | 72.8 | 74.9 | 73.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 92.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 54.2 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 42 | 95.2 | 64.7 | 20.6 | 14.7 | 47.1 | 52.3 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 134 | 98.5 | 39 | 39.8 | 21.1 | 73.2 | 73 | 75.5 | I/S | I/S |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 169 | 98.8 | 39.9 | 41.2 | 19 | 73.2 | 66.3 | 78.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 88 | 98.9 | 48.1 | 28.4 | 23.5 | 67.9 | 62.5 | 77 | N/A | N/A |
| Female | 81 | 98.8 | 30.6 | 55.6 | 13.9 | 79.2 | 70.3 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 80 | 98.8 | 32.4 | 42.3 | 25.4 | 77.5 | 77.3 | 87.2 | I/S | I/S |
| African American | 87 | 98.9 | 45.7 | 40.7 | 13.6 | 70.4 | 65.1 | 66.7 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 94.7 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 58.3 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 42 | 95.2 | 67.6 | 20.6 | 11.8 | 41.2 | 37.9 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 66.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 134 | 98.5 | 42.3 | 43.9 | 13.8 | 70.7 | 62.9 | 70.2 | I/S | I/S |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 109 | 100 | 32.4 | 48 | 19.6 | 67.6 | 52.6 | 67.5 |
| Gender | | | | | | | | |
| Male | 57 | 100 | 40 | 34.5 | 25.5 | 60 | 51.1 | 67 |
| Female | 52 | 100 | 23.4 | 63.8 | 12.8 | 76.6 | 54 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 51 | 100 | 30.4 | 50 | 19.6 | 69.6 | 64.7 | 79.5 |
| African American | 58 | 100 | 33.9 | 46.4 | 19.6 | 66.1 | 51.3 | 50.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 93.3 | 84.3 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 21.4 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 26 | 100 | 60.9 | 17.4 | 21.7 | 39.1 | 27.2 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 41.7 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 89 | 100 | 37.6 | 45.9 | 16.5 | 62.4 | 47.5 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 108 | 100 | 28.3 | 51.5 | 20.2 | 71.7 | 61.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 59 | 100 | 37 | 37 | 25.9 | 63 | 59 | 71.5 |
| Female | 49 | 100 | 17.8 | 68.9 | 13.3 | 82.2 | 63.6 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 51 | 100 | 23.4 | 48.9 | 27.7 | 76.6 | 74.7 | 80.7 |
| African American | 55 | 100 | 31.4 | 54.9 | 13.7 | 68.6 | 60 | 60 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 88.5 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 30 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 21 | 100 | 52.9 | 35.3 | 11.8 | 47.1 | 39.3 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 82 | 100 | 34.2 | 48.7 | 17.1 | 65.8 | 56.8 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 166 | 97 | 39.7 | 45 | 15.2 | 60.3 | 61 | 70.2 | 94.6 | 95.8 |
| Gender | | | | | | | | | | |
| Male | 88 | 96.6 | 50 | 43.8 | 6.3 | 50 | 54 | 63.2 | 94.5 | 95.5 |
| Female | 78 | 97.4 | 28.2 | 46.5 | 25.4 | 71.8 | 68.4 | 77.5 | 94.8 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 75 | 98.7 | 38 | 47.9 | 14.1 | 62 | 64.8 | 79.1 | 93.9 | 94.4 |
| African American | 89 | 95.5 | 40.5 | 43 | 16.5 | 59.5 | 60.6 | 57.6 | 95.2 | 96 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 86.2 | N/A | 95.7 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 40 | 62.6 | 96 | 94 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.7 | N/A | 96.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 38 | 86.8 | N/AV | N/AV | N/AV | 12.9 | 23.4 | 26.1 | 92.7 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | 95.7 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 56.3 | 61.2 | N/A | 94.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 132 | 96.2 | 42.5 | 42.5 | 15 | 57.5 | 57.5 | 58.9 | 94.2 | 95.5 |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 70 | 100 | 33.3 | 39.7 | 27 | 66.7 |
| | 7 | 48 | 100 | 40.4 | 31.9 | 27.7 | 59.6 |
| | 8 | 51 | 96.1 | 34.9 | 48.8 | 16.3 | 65.1 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 70 | 100 | 39.7 | 44.4 | 15.9 | 60.3 |
| | 7 | 48 | 100 | 27.7 | 46.8 | 25.5 | 72.3 |
| | 8 | 51 | 96.1 | 53.5 | 30.2 | 16.3 | 46.5 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 37 | 100 | 29.4 | 55.9 | 14.7 | 70.6 |
| | 7 | 48 | 100 | 29.8 | 48.9 | 21.3 | 70.2 |
| | 8 | 24 | 100 | 42.9 | 33.3 | 23.8 | 57.1 |
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 35 | 100 | 10 | 76.7 | 13.3 | 90 |
| | 7 | 48 | 100 | 38.3 | 38.3 | 23.4 | 61.7 |
| | 8 | 25 | 100 | 31.8 | 45.5 | 22.7 | 68.2 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 70 | 94.3 | 42.6 | 44.3 | 13.1 | 57.4 |
| | 7 | 47 | 97.9 | 32.6 | 39.1 | 28.3 | 67.4 |
| | 8 | 49 | 100 | 43.2 | 52.3 | 4.5 | 56.8 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample